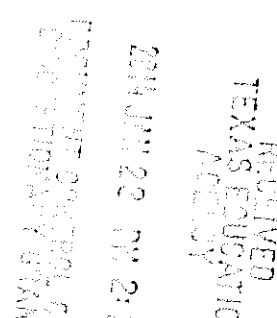


**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here
Submittal Information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Wilson ISD	Vendor ID # 1756000787	Mailing address line 1 P.O. Box 9	
Mailing address line 2 1411 Green Ave.	City Wilson	State TX	ZIP Code 79381-0009
County- District #	Campus number and name 153907 Wilson School	ESC Region # 17	US Congressional District # 19
			DUNS # 190182501

Primary Contact

First name Russell	M.I. L	Last name Schaub	Title Superintendent
Telephone # 806-628-6271	Email address rschaub@esc17.net		FAX # 806-628-6441

Secondary Contact

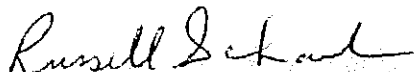
First name Brenda	M.I. S	Last name Prather	Title Principal
Telephone # 806-628-6271	Email address bprather@esc17.net		FAX # 806-628-6441

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Russell Schaub	M.I. L	Last name Schaub	Title Superintendent
Telephone # 806-628-6271	Email address rschaub@esc17.net		FAX # 806-628-6441
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	X	<input type="checkbox"/>
6	Program Budget Summary	X	<input type="checkbox"/>
7	Payroll Costs (6100)	X	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	X	<input type="checkbox"/>
9	Supplies and Materials (6300)	X	<input type="checkbox"/>
10	Other Operating Costs (6400)	X	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	X	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	X	<input type="checkbox"/>
13	Needs Assessment	X	<input type="checkbox"/>
14	Management Plan	X	<input type="checkbox"/>
15	Project Evaluation	X	<input type="checkbox"/>
16	Responses to Statutory Requirements	X	<input type="checkbox"/>
17	Responses to TEA Requirements	X	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Wilson ISD is applying for the **Educator Excellence Innovation Program (EEIP)** in order to provide a comprehensive program to district staff that will systematically transform educator quality and effectiveness through improved and innovative school district-level recruitment, preparation, hiring, induction, evaluation, professional development, strategic compensation, career pathways, and retention, to systematically transform district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of **economically disadvantaged students enrolled in our district which is 76.8% with 43.5% of our students considered at risk**. The program will benefit district personnel and students by increasing teacher effectiveness which then will increase students' academic achievement and performance. The purpose and goals of the EEIP program align with the objectives and goals in our campus and district improvement plans.

The district's EEIP budget was developed with the assistance of our site and district-based decision committee. We also sought input from other district personnel during the program development process. The site-based decision committee also is responsible for the design of our needs assessment process, its efficacy, as well as determining how and when the process needs to be changed and/or updated.

By reviewing the 3 tables located in Executive Summary, one can see the status of our teachers experience, salaries, retention rates and students' academic scores which all align to the goals and purpose of the EEIP grant.

The management plan for our grant include the superintendent, who is responsible for providing district level support for the implementation and final accountability for program implementation; campus principal(s) will be providing day to day campus level support and accountability for the grant project and implementation; the Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed; district personnel will actively support all program activities and initiatives. The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives. Our application as well as the designed EEIP program has answered and replied completely and accurately to all statutory requirements and TEA requirements.

Wilson ISD has approximately 16 teachers, 1 principal and 138 students. The following chart provides the number of teachers, years of experience, district average salaries compared to state salaries. WISD's average years of experience for our teachers are 7.2 years, state average is 11.5 and average years with the district are 2.4 years, state average is 8.0. **Teacher turnover rate is 31.0% compared to the state average of 15.3%.**

Teachers by Experience	Wilson ISD	Percentage	District Average Salary	State Average Salary	Difference
Beginning Teachers	6.6	35.4%	\$29,571	(\$41,878)	(\$12,300)
1-5 Years Experience	5.0	26.9%	\$32,645	(\$44,354)	(\$11,704)
6-10 Years Experience	2.0	10.8%	\$34,000	(\$46,784)	(\$12,782)
11-20 Years Experience	3.0	16.2%	\$48,387	(\$50,587)	(\$2,197)
Over 20 Years Experience	2.0	10.8%	\$39,246	(\$58,291)	(\$19,043)
Campus Principal			\$50,840	(\$71,259)	(\$20,419)

As noted in the table above 62.3% of our teachers have 5 years or less years of experience with 11.6 teachers having 5 years or less experience. We have 16 teachers, 87.1%, with Bachelors degrees and 12.9%, with Masters degrees, versus 23.1% state average with Masters degrees.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

While performance based compensation is a key requirement of EEIP, the program requires districts to develop a comprehensive approach to teacher and principal effectiveness that aligns compensation with other processes such as evaluation, professional growth, career development, and leadership opportunities. The long-term goal of our EEIP program is to increase student learning. To that end, the measurement of student learning growth must be a significant factor in educator performance evaluation and compensation. The following table illustrates the district's STAAR scores at various phase-in and levels:

Subject	STAAR at Phase-in 1 Level II/Above		STAAR at Final Level II/Above		STAAR at Level III/Advanced	
	District	State	District	State	District	State
All Subjects	71%	77%	19%	35%	3%	13%
Reading	71%	80%	25%	41%	4%	17%
Math	68%	79%	13%	34%	1%	15%
Writing	46%	63%	31%	32%	8%	4%
Science	88%	82%	12%	33%	0%	10%
Social Studies	80%	76%	16%	26%	4%	9%

Wilson ISD's 2013 Accountability Summary showed the district Met Standard with the following Performance Index Report:

Index 1 – Student Achievement		Index 2 Student Progress		Index 3 – Closing Performance Gaps		Index 4 – Postsecondary Readiness	
District	Target	District	Target	District	Target	District	Target
71	50	33	21	68	55	83	75

Index 2 is the STAAR weighted progress rate for reading, math and writing. WISD scores 262 points out of a maximum of 800. Within the next few years the state accountability standard scores will move towards the STAAR Final Level II and then Level III Advanced scores. Wilson ISD will require more effective, quality educators and principals. In order to provide these effective educators and principals the district will implement our EEIP program.

The objectives for our EEIP program are as follows:

Objective 1: Improve student learning and student academic performance.

Performance measure: Increase STAAR at Phase-in 1 Level II/Above by 5% by the end of Year 1 and STAAR at Final Level II/Above by 5% by the end of Year 2.

Objective 2: Improve educator/teacher effectiveness and quality.

Performance measure: Complete 70% of teacher formal evaluations by the end of Year 1 and Complete 100% of teacher formal evaluations by the end of Year 2.

Objective 3: Improve the quality, effectiveness and efficiency of district personnel.

Performance measure: Complete 70% of district personnel formal evaluations by the end of Year 1 and Complete 100% of district personnel formal evaluations by the end of Year 2.

Objective 4: Improve the quality, effectiveness and efficiency of campus principals.

Performance measure: Complete 70% of principal formal evaluations by the end of Year 1 and Complete 100% of principal formal evaluations by the end of Year 2.

Objective 5: Develop a Wilson ISD EEIP program using the 6 required practices and the 2 preferred practices.

Performance measure: Implement the WISD EEIP program before the start of the 2014-2015 school year.

The Wilson EEIP program will consist of the 6 required practices - **Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention** and the 2 preferred practices – **Recruiting and Hiring; and Career Pathways** and we will use the **Educator Effectiveness Process** as our implementation model. The district will provide ongoing commitment to the goals of the EEIP program after funding is over because the process will be built into our improvement plans and district culture. In order to continue an EEIP program, the district will need to continually seek additional funding sources, federal, state, and foundation.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 153-907				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$374,555	-	\$374,555	\$374,555	-	\$374,555	
Schedule #8	Professional and Contracted Services (6200)	6200	207,863	-	207,863	207,863	-	207,863	
Schedule #9	Supplies and Materials (6300)	6300	2,500	-	2,500	2,500	-	2,500	
Schedule #10	Other Operating Costs (6400)	6400	10,000	-	10,000	10,000	-	10,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	-	-	-	-	-	-	
Total direct costs:			\$594,918	-	\$594,918	\$594,918	-	\$594,918	
Percentage% indirect costs (see note):			N/A	-	N/A	N/A	-	N/A	
Grand total of budgeted costs (add all entries in each column):			\$594,918	-	\$594,918	\$594,918	-	\$594,918	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$0			\$0			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$0			\$0			

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)						
County-district number or vendor ID: 153-907				Amendment # (for amendments only):		
Employee Position Title			Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional						
1	Teacher – PK ½ day/Rtl Facilitator ½ day		1		\$41,000	\$41,000
2	Educational aide				\$	\$
3	Tutor – Instructional			2	\$30,000	\$30,000
Program Management and Administration						
4	Project director				\$	\$
5	Project coordinator – Career Pathway Position		1		\$63,000	\$63,000
6	Teacher facilitator				\$	\$
7	Teacher supervisor				\$	\$
8	Secretary/administrative assistant				\$	\$
9	Data entry clerk/ Rtl Facilitator			1	\$23,000	\$23,000
10	Grant accountant/bookkeeper				\$	\$
11	Evaluator/evaluation specialist				\$	\$
Auxiliary						
12	Counselor – College Readiness Coordinator		1		\$50,000	\$50,000
13	Social worker				\$	\$
14	Community liaison/Parent coordinator		1		\$32,000	\$32,000
Other Employee Positions						
15	Title				\$	\$
16	Title				\$	\$
17	Title				\$	\$
18	Subtotal employee costs:				\$239,000	\$239,000
Substitute, Extra-Duty Pay, Benefits Costs						
19	6112	Substitute pay - \$65 per day for 30 days			\$1,950	\$1,950
20	6119	Professional staff extra-duty pay - \$25 per hour for 150 hours			\$3,750	\$3,750
21	6121	Principal extra-duty pay			\$13,000	\$13,000
22	6121	Assistant principal ½ day			\$3,000	\$3,000
23	6121	Teacher Leaders			\$9,000	\$9,000
24	6121	Support staff extra-duty pay – 2 part-time Career Pathway Positions			\$6,000	\$6,000
25	6121	Strategic Compensation for 16 teachers, 1 principals, 1 administrative staff			\$50,000	\$50,000
26	6140	Employee benefits @ 15%			\$48,855	\$48,855
27	61XX	Tuition remission (IHEs only)			\$	\$
28	Subtotal substitute, extra-duty, benefits costs				\$135,555	\$135,555
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):				\$374,555	\$374,555

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Program Evaluation	<input type="checkbox"/>	\$5,000	\$5,000
2	Mentor Program – design and implementation	<input type="checkbox"/>	\$7,500	\$7,500
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$12,500

\$12,500

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service: Professional Development Services to Implement the EEIP Program		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: PD for 5 days each year for evaluation/teach processes, monthly PD training for leadership team members - weekly, teacher formal evaluation certification I & II – 4 days each year, principal certification – 3 days each year, EEP 101 training – 3 ½ days per year for 1 campus			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$10,000	\$10,000
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$10,000	\$10,000	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 153-907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Superintendent/principal training sessions, Summer institute: Transforming the classroom – 1 campus			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
2	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$10,000	\$10,000
	Contractor's supplies and materials	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$10,000	\$10,000
Specify topic/purpose/service: Battel for Kids - Data analysis		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: This important service makes sure that the students that are taught by each teacher are linked to each teacher within the system for value added analysis by SAS. 1 campus @ \$2,000			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
3	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$2,000	\$2,000
	Contractor's supplies and materials	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$2,000	\$2,000
Specify topic/purpose/service: SAS/EVAS - Data analysis – 150 students		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: This service provides the data to show how much value was added to each student and provides a school-wide value added score in order to create the payout contract for teacher and principal incentive. The data has to be "linked" first by Battelle For Kids before the value added service can be completed. \$3.75 per students @ 150 students.			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
4	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$563	\$563
	Contractor's supplies and materials	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$563	\$563
Specify topic/purpose/service: TEDS/IA - Data analysis – 6 campuses		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: TEDS – Teacher Evaluation Data System – and is the digital – online evaluation system for the EEIP rubric and teacher evaluations. Administrators and teachers have access and this system at the end averages all evaluations and inputs all value added scores so that each school can complete the payout process. Campuses can also view how their teachers are scoring on each of the EEIP indicators in order to provide PD support for teachers appropriate to their needs. 1 campus @ \$1,800			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
5	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$1,800	\$1,800
	Contractor's supplies and materials	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$1,800	\$1,800

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 153-907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
Specify topic/purpose/service: IT Director		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: IT Director for the EEIP project			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
6	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$10,000	\$10,000
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$	\$
Specify topic/purpose/service: Communities in Schools		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Communities in Schools services			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
7	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$34,000	\$34,000
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:			
Specify topic/purpose/service: SREB Instructional Coaches - 3		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Provide tech, math, literacy, staff development, national conference			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
8	Contractor's payroll costs # of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$72,000	\$72,000
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$72,000	\$72,000
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$195,363	\$195,363
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$12,500	\$12,500
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$195,363	\$195,363
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$
(Sum of lines a, b, c, and d) Grand total		\$207,863	\$207,863

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 153-907					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$2,500	\$2,500
Grand total:						\$2,500	\$2,500

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 153-907		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees) Specify purpose: Travel for both in and out of state employees	\$10,000	\$10,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$	\$
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$	\$
Subtotal other operating costs requiring specific approval:		\$10,000	\$10,000
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$10,000	\$10,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 153-907

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1	7.0%	Attendance rate	95.4%
Hispanic	100	72.5%	Annual dropout rate (Gr 9-12)	0%
White	37	26.8%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	60%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	106	76.8%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	16	11.6%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

SAT and ACT scores are not available due to low student population.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0.4	2.2%	No degree	0	0%
Hispanic	0.8	4.3%	Bachelor's degree	16.2	89.1%
White	17.4	93.5%	Master's degree	2.4	12.9%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	5.0	26.9%	Avg. salary, 1-5 years exp.	32,645	N/A
6-10 years exp.	2.0	10.8%	Avg. salary, 6-10 years exp.	34,000	N/A
11-20 years exp.	3.0	16.2%	Avg. salary, 11-20 years exp.	48,387	N/A
Over 20 years exp.	2.0	10.8%	Avg. salary, over 20 years exp.	39,246	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	8	14	8	9	9	11	12	11	11	6	7	8	14	10	138
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	8	14	8	9	9	11	12	11	11	6	7	8	14	10	138

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	1	1	1	1	1	1	1	2	1	1	2	1	1	1	16
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	1	1	1	1	1	1	1	2	1	1	2	1	1	1	16

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Schedule #13—Needs Assessment

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs is prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilized local discretion in planning and designing the Wilson ISD 2014-2016 **Educator Excellence Innovation Program (EEIP)** grant program to support the unique needs of our students and educators to carry out the legislative intent supported by the Texas Education Code TEC, §21.7011.

Assessment Process:

The site-based decision committee shares information that they gather from multiple sources that is related to professional development, teacher evaluation, EEIP, student achievement and growth of students in all groups within the district. School Board members are briefed each month from district leaders on their success and the district priorities. Once all stakeholders are on board, any priorities (new or otherwise) are added to the District Plan. A comprehensive needs assessment completed by the site-based decision committee utilizing surveys, student performance records and data, district and campus improvement plans, observation and walkthrough results data, was conducted to analyze the current status of teacher and principal effectiveness in the district and determine future needs.

Research shows a growing body of evidence that existing pay structures do not respond to labor force realities or adequately compensate the hard work of countless excellent teachers. Proponents argue that to attract and retain high quality educators, the teaching profession must recognize and reward teachers who accelerate student learning and those willing to take on the most challenging assignments, rather than basing compensation entirely on years of experience and degrees earned.

With a growing body of research illustrating the importance of effective teachers and principals in driving increased student learning (Hanushek, E. 1992), Wilson ISD is more committed to more fully understanding how to use strategic compensation systems and other supports to increase effective teaching in our high-need schools. This is in part an economic imperative that demands attention at the local level as an effective teacher can increase the annual earnings of a class of twenty students by \$400,000 over time. (Hanushek, E., (2011) We have learned through research that districts, schools, and teachers who are adding significant value through increased collegiality, improved teaching practice, better professional development, are most importantly, increasing student learning and achievement.

Prioritized Needs

The primary and first priority for any school district is academic achievement and advancement. When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education. According to the U.S. Census Bureau Survey, the population of U.S. 18- through 24-year-olds not enrolled in school and without a high school diploma or GED was 16.4 percent in 2011. Therefore we prioritized our needs as follows:

1. WISD needs to improve student learning and student academic performance.
2. WISD needs to develop a Wilson ISD EEIP program using the 6 required practices and the 2 preferred practices.
 - Including the 6 required practices - *Induction and Mentoring; Evaluation; Professional Development and Collaboration; Strategic Compensation and Retention* and;
 - The 2 preferred practices – *Recruiting and Hiring; and Career Pathways.*
3. WISD needs to improve educator/teacher effectiveness and quality.
4. WISD needs to improve the quality, effectiveness and efficiency of campus principals.
5. WISD needs to improve the quality, effectiveness and efficiency of district personnel.

Wilson ISD was awarded a Texas Title I Priority Schools Grant (TTIPS); through this grant program we were provided Critical Success Factors and Milestones for the TTIPS grant. The district has adopted these CSF's as our "guide" for all program development or expansion, therefore our EEIP grant will also encompass these CSF's as well as any specific CSF's assigned to the EEIP program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	WISD needs to improve student learning and student academic performance.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness processes. The EEIP program will improve student performance by fostering open, supportive and collaborative campus cultures that allow teachers to seek and attain growth within their field.
2.	WISD needs to develop a Wilson ISD EEIP program using the 6 required practices and the 2 preferred practices.	New models of recruitment, preparation, hiring, induction, evaluation, professional development, compensation, career pathways and retention will be evaluated for their effectiveness in fostering effective teaching and improving student performance.
3.	WISD needs to improve educator/teacher effectiveness and quality.	Through the funding of innovative practices that target the entire timeline of a teacher's career and with the implementation of the EEIP program.
4.	WISD needs to improve the quality, effectiveness and efficiency of our 1 campus principal.	By systematically transforming campus administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.
5.	WISD needs to improve the quality, effectiveness and efficiency of district personnel.	By systematically transforming district administrative practices to improve quality, effectiveness, and efficiency, and to use the enhanced educator and administrative quality and effectiveness to improve student learning and student academic performance, especially the learning and academic performance of economically disadvantaged students.

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Schedule #14—Management Plan

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	He is responsible for providing district level support for the implementation and final accountability for program implementation. The superintendent is also responsible for the contract between the district and the service providers.
2.	Campus Principal	The campus principal will be providing day to day campus level support and accountability for the grant project implementation, as well as provide oversight for all other campus staff and the Project Manager.
3.	Project Manager	This position will bring a great deal of experience in educator excellence innovation programs to the district's grant program. The Project Manager will facilitate activities, provide ongoing progress monitoring, continually analyze results and facilitate program corrections as needed.
4.	All Levels of District Personnel	All levels of the district administration including the Superintendent, curriculum coordinator, technology coordinator, campus principals, teachers, project director, librarians, counselors, etc., will actively support all program activities and initiatives.
5.	External consultants	All external consultants will be qualified and experienced in their areas of expertise in the areas of professional development, program development, evaluation, implementation, and data analysis. All of the district's procedures for hiring external consultants will be observed and followed.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student learning and student academic performance.	1. Increase STAAR at Phase-in 1 Level II/Above for content areas by 5% by the end of Year 1.	04/01/2014	08/31/2015
		2. Increase STAAR at Final Level II/Above for content areas by 5% by the end of Year 2.	09/01/2015	08/31/2016
		3. Increase STAAR at Phase-in 1 Level II/Above for All Subjects by 5% by the end of Year 1.	04/01/2014	08/31/2015
		4. Increase STAAR at Final Level II/Above for All Subjects by 5% by the end of Year 2.	09/01/2015	08/31/2016
2.	Develop a Wilson ISD EEIP program	1. Develop new EEIP program	04/01/2014	08/01/2014
		2. Develop the 6 required practices and 2 preferred	04/01/2014	08/01/2014
		3. Develop observation/evaluation rubrics	04/01/2014	08/01/2014
		4. Implement EEIP program	04/01/2014	08/31/2016
3.	Improve educator/teacher effectiveness and quality	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016
4.	Improve the quality, effectiveness and efficiency of campus principals	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016
5.	Improve the quality, effectiveness and efficiency of district personnel	1. Assign grant positions for EEIP program	04/01/2014	08/31/2016
		2. Develop observation/formal evaluation schedule	04/01/2014	08/31/2016
		3. Develop professional development plans	04/01/2014	08/31/2016
		4. Develop EEIP meetings schedules	04/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district bases its overall management structure on the Total Quality Management modeled and piloted at the APQC in Houston, Texas. Through a data-feedback loop, the evaluation system will support continuous improvement using the methodology of the APQC based on Total Quality Management (TQM). Based on this model, the Project will be led by the Management Leadership Team comprised of the district Superintendent, day-to-day implementation and management will be provided by the Project Director who has a successful track record of project management. As Project Director they will be responsible for the implementation of the project plan, on time and within budget. The Project Director will work with the collaborative implementation team, the project evaluators, and the Management Leadership Team to accomplish the project goals and objectives. The Management Leadership Team and the Implementation Team will meet monthly. The Implementation Team will be facilitated by the project director who will guide the team to define and detail the final project needs, project objectives, project milestones, final project activities, and measurable outcomes. With input from the Evaluation Team, the Implementation Team will review outcome data, formative assessment data as part of a continuous improvement process. Necessary changes to the project design and plan, based on assessment data, will be presented first to the Implementation Team and then to the Management Leadership Team for approval. The specific activities to be carried out by the partners will be finalized during the first month of funding and will be reviewed quarterly to determine any revised or new needs. Any suggested changes will flow through the project procedural chain. The district will ensure that the project is completed on-time and within budget using a project management activity tasks list. This activity list will include the person responsible, the start date, the end date, and the outcome measure, and the deliverable. Each activity owner, at the monthly Implementation Team meetings, will report project status monthly. The Project Director will then compile the status and submit a monthly synopsis via email to each member of the Management Leadership Team. A more detailed status report will be presented to the Management Leadership Team at their quarterly meetings. Any changes in the project plan and deliverables will be brought to the Management Leadership Team for approval. A yearly project status summary will be presented to the district school board. The district will ensure that the project is executed within budget. The district has a financial manager to manage all grant funds to ensure that expenditures are legal and for the purposes designated by the grant. A monthly expenditure detail report will be presented to the Project Director each month. The Project Director will provide a summary budget report to the monthly Implementation Team and will add the budget summary to the project summary reported monthly to the Management Leadership Team. Necessary budget changes will first be approved by the Implementation Team.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Wilson ISD has in place 1 part of the planned EEIP program:

District Recruitment and Hiring Process – the district has a detailed hiring and recruitment process in place, which is well documented and observed by all staff.

This program will remain as part of the EEIP program but there will be no funding supplanted to support these activities.

All program participants have committed, 100% of staff, to the EEIP program prior to submission of the grant application and all participants will remain engaged in the Wilson ISD EEIP program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	On-Demand Reports	1.	On-demand reports include standard reports to track Project progress anytime.
		2.	
2.	Monthly Reports	1.	Reports prepared monthly for the Board of Director's Committee meetings. Information included in the reports will be requested by the Project Director and based on issues to be discussed.
		2.	Monthly reports by campus as to the number of observations, formal evaluations, number of staff meetings or PLC's, number of professional development opportunities.
3.	Quarterly Reports	1.	Reports based on TEA Performance measures information will be prepared quarterly.
		2.	90 Day Strategy Reports to TEA
		3.	Quarterly Reports regarding critical success factors and milestones.
4.	Annual Performance Reports	1.	Annual TEA Performance measures reports will be prepared each year.
		2.	EOY report regarding critical success factors and milestones.
		3.	EOY report regarding performance measures and other factors.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external evaluation agency has designed a plan that is robust and cost effective and is framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the site based decision committee. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC standards, and will monitor these benchmarks to monitor progress on meeting objectives.

During this 30-day rapid startup, a detailed summative evaluation design will be developed to assess the likely contribution of the project to improve student outcomes identified in the performance measures. The evaluator will collect, synthesize, and analyze both qualitative and quantitative data to track specific outcomes related to mentoring and induction, teacher/principal evaluation, recruiting and hiring, and professional development. For example, for the mentoring/induction goal, we will focus on the effectiveness in meeting the following objectives: retaining quality teachers; improving student achievement by improving teacher and principal performance; supporting a comprehensive system for strategic compensation and retention; and facilitating a seamless transition into the first year of teaching.

In addition we will correlate each professional development activity and teacher evaluation milestone to student academic gains using the Wexford Data Evaluation System (WDES). The evaluation will be comprehensive and ongoing and include multiple criteria that are directly related to program goals and objectives.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD currently has an Induction system (Part of the HR Program) which provides new teachers and beginning teachers with the training, district policy and procedure information, curriculum and instruction information and other information required for new staff. WISD does not have a well-designed and funded Mentor Program.

With EEP grant funding WISD will design and implement a new Mentor Program for new teachers, beginning teachers and teachers in need of assistance.

WISD mentor program provide the following objectives:

- Retaining quality teachers;
- Improving beginning teachers' skills and performance;
- Supporting teacher morale, communications, and collegiality;
- Building a sense of professionalism, positive attitude;
- Facilitating a seamless transition into the first year of teaching;
- Putting theory into practice; and
- Preventing teacher isolation.

The specific responsibilities of the mentor advisory committee should encompass, but are not limited to, the following:

- A commitment to beginning teacher support and assessment;
- The management and delivery of support and assessment services to beginning teachers;
- The development of a clearly stated purpose that is grounded in research, supports the standards of learning, and includes the appropriate use of technology;
- The development of beginning teacher participation requirements and expectations as a condition of employment;
- The possession of authority over the details of program design and implementation;
- The delineation of the roles and responsibilities of mentor teachers;
- The criteria for the selection of mentor teachers and incentives for participation;
- The development of the mentor teacher training program and a plan for implementation;
- The creation of an evaluation plan;
- The identification of building principal responsibilities; and
- The allocation and use of resources - allocation of personnel time and resources to enable the beginning teacher mentor program to deliver planned services and maximize beginning teacher success.

The program design must incorporate the following:

- Opportunities for communication and feedback among program participants, such as administration office staff, campus principals, mentor teachers, beginning teachers, etc.
- Development of formal and informal linkages among participants, such as institutions of higher education, professional organizations and associations.
- Provision of adequate release time for mentor teachers during the contract day.
- Support services appropriate to the working conditions experienced by beginning teachers such as teaching assignments for beginning teachers that optimize their chances for success, and provision of additional time and resources when beginning teachers are placed in more challenging settings.
- Professional development activities for beginning teachers that are designed to implement activities that are responsive to the individual teacher needs and concerns and should be derived, in part, from formative assessment information.
- Flexible support systems for the district and the campus when a mentor with the content background or at the appropriate grade level is not available.

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The following selection criteria require that mentors must:

- (i) be classroom teachers who have achieved continuing contract status and who work in the same building as the teachers they are assisting or be instructional personnel who are assigned solely as mentors;
- (ii) be assigned a limited number of teachers at any time; instructional personnel who are not assigned solely as mentors should not be assigned to more than two teachers at any time; and
- (iii) guide teachers in the program through demonstrations, observations, and consultations to promote instructional excellence.

Additional selection criteria that are well-defined, justifiable, and consistent with mentor responsibilities:

- A history of proficient or outstanding performance appraisals;
- The recommendation of the school principal;
- The completion of mentor training;
- Recognition as an outstanding teacher who maintains positive peer relations;
- Three years of successful teaching experience;
- Understanding of beginning teacher development;
- Willingness to participate in support provider/assessor training;
- Understanding of formative assessment processes;
- Ability to discuss assessment information and share instructional ideas and materials with beginning teachers;
- Possession of effective interpersonal and collaborative skills; and
- Commitment to their own professional growth and learning.

Components of the mentor training program may also include the following:

- Learning to observe, coach, and give constructive feedback to peers, including strategies for self-reflection;
- Utilizing best instructional practices, classroom management, and organization;
- Dealing with difficult or resistant people and conflict resolution;
- Enhancing communication skills and building relationships;
- Clarifying mentor's roles and responsibilities;
- Practicing time management; and
- Developing knowledge of school/district policies and procedures including student assessment, curriculum, guides, and supplemental resources.

The evaluation of the mentor teacher program should involve three major components:

1. Evaluation of the program;
2. Definition of the sources of data; and
3. Standard document design.

Evaluation of the mentor teacher program should focus on its effectiveness in meeting the following goals:

1. Retaining quality teachers;
2. Improving teaching performance;
3. Supporting teacher morale, communication, and collegiality; and
4. Facilitating a seamless transition into the first year of teaching.

The evaluation should be comprehensive and ongoing and should include multiple criteria that are related to program goals and objectives.

The Mentor Program provides a mentor to a new teacher that is hired as well as a teacher new to teaching. We also have an Executive Director of Curriculum who will assist with professional development activities and the implementation of all instructional practices that are either being implemented or are already in place.

Mentors are provided training, stipends, mentor/mentee meeting and release time as well as mentee observation opportunities. Staff who wishes to participate as a mentor applies through the District's HR department and follows the policies and procedures that are in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD currently has a tool for multiple observations that was developed by 360 Walkthroughs. Our principal and other staff is trained to use this tool and they also perform the observation of teachers on our campus. The district uses Eduphoria to manage and produce reports from their 360 Walkthroughs.

Each teacher on our campus is observed using this observation tool at least 2 times per month for 15 to 20 minutes and if needed more observations are performed for teachers in need of additional assistance. Our principals meets with teachers to discuss the results and formulate a plan for improvement if needed or if there is a trend in certain areas, the staff might meet to plan some type of professional development either internal or external as needed.

The observation tool is used as a formative improvement of instructional practices.

What Observation 360 features the following Rubric and measures:

D1. Learning Process

1.a. Engaged in Learning

- Learner Engagement: Authentic; Ritual; Passive Compliance; Re-treatism; Rebellion

1.b. Successful in Learning

1.c. Critical Thinking & Problem Solving

- Learner Level of Cognition: Knowledge; Comprehension; Application; Analysis; Synthesis; Evaluation

1.d. Self-Directed

1.e. Connecting Learning

Quality/QuantityD2. Learner-Centered Instruction

2.a. Goals & Objectives

2.b. Learner-Centered Instruction

2.c. Motivational Strategies

2.d. Alignment

2.e. Pacing & Sequence

2.f. Value & Importance

2.g. Appropriate Questioning & Inquiry

2.h. Use of Technology & Tools

Quality/QuantityD3. Learner Progress

3.a. Monitored & Assessed

3.b. Assessment & Instruction are Aligned

3.c. Appropriate Assessment

- Addresses the Needs of Struggling Students

3.d. Learning Reinforced

3.e. Constructive Feedback

3.f. Re-Learning & Re-Evaluation

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D4. Learner Management

- 4.a. Discipline Procedures
- 4.b. Self-Discipline & Self-Directed Learning
- 4.c. Equitable Teacher-Student Interactions
- 4.d. Expectations for Behavior
- 4.e. Redirects Disruptive Behavior
- 4.f. Reinforces Desired Behavior
- 4.g. Equitable & Varied Instructional Materials
- 4.h. Manages Time & Materials

Quality/Quantity**High-Yield Strategies/Best Practices**

- a. Step Vocabulary Process
- b. KWL
- c. Cooperative Learning
- d. Small Group Instruction
- e. Summarizing/Note Taking
- f. Nonlinguistic Representations
- g. Communicating Learning
- h. Identifying Similarities/Differences
- i. Homework/Practice
- j. Graphic Organizers
- k. Concept Maps
- l. Solving Problems (Multiple Ways)
- m. Projects, Demonstrations, Modeling, Labs
- n. Brainstorming
- o. Wait Time
- p. Story Mapping
- q. Setting Objectives/Providing Feedback
- r. Reinforcing Effort/Providing Recognition
- s. Generating/Testing Hypothesis
- t. Word Walls
- u. Hands-on Practice Manipulatives

District leaders and principals in a sample of schools in one large urban district reported that the data from walk-throughs gave them a better understanding of how well teachers were able to identify and move students in and out of support programs. This finding led them to make adjustments in the professional development they provided (Supovitz & Weathers, 2004).

Other studies point to the value of district-designed walk-throughs in developing shared understandings of high-quality practice. Training in the use of valid and reliable data-collection instruments and clear rubrics play an important role in creating a common language and communicating district priorities (Coburn, Honig, & Stein, in press).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD had decided to continue using the TAP Observation System as the formal evaluation process for the district. According to grant program guidelines the formal evaluation process must be conducted 2 times per semester for each teacher for a total of 4 times during the school year. The district will need to train additional approved observers in order to complete the required formal evaluations per year. The formal evaluation process takes approximately 45 minutes. TAP offers multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations.

Launched in 1999 by education pioneer Lowell Milken and colleagues at the Milken Family Foundation, TAP restructures and revitalizes the teaching profession by providing teachers with powerful opportunities for career advancement, ongoing professional development, a fair evaluation system and performance-based compensation.

Multiple Career Paths

Powerful opportunities for new roles and responsibilities, and commensurate pay

Ongoing Applied Professional Growth

Continuous, job-embedded professional development during the school day focused on specific teacher and student needs

Instructionally Focused Accountability

Fair and meaningful evaluations based on clearly defined, research-based standards

Performance-Based Compensation

Salaries and bonuses tied to roles and responsibilities, instructional performance and value-added student learning gains

As a result of TAP, effective teachers can advance professionally and earn higher salaries, just as in other careers. And they can do so without leaving the classroom, where they are needed most. Effective principals are recognized for outstanding performance, as well as supported in working with teacher leaders to drive instructional excellence in every classroom.

Results

TAP's comprehensive educator evaluation and support structures reap student achievement gains while providing states and districts a viable process to improve the highest-need schools.

Research demonstrates that:

- TAP teachers produce higher student achievement growth than similar non-TAP teachers.
- TAP schools produce higher school-wide student achievement growth than similar non-TAP schools.
- TAP helps retain effective teachers at schools where high teacher turnover threatens student achievement.
- TAP recruits excellent teachers to high-need schools.
- More than 72% of TAP teachers nationwide report high levels of collegiality

With more than a decade of on-the-ground experience in schools and districts across the country, the TAP system is a proven reform that works.

TAP System Training Portal

TAP is continually developing new, more powerful resources to support teachers in improving their skills and increasing student achievement. The latest such resource is the TAP System Training Portal, an interactive Web tool that provides individualized TAP trainings and support. The portal is designed to provide real-time access to users and contains the

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most up-to-date trainings for TAP leaders to download, review and deliver to teachers in order to improve instruction. The portal also houses all of the relevant resources to support a state-of-the-art teacher evaluation system.

Teacher in Need of Assistance (TINA's)

(A) A teacher whose performance meets one of the following circumstances will be designated as a "teacher in need of assistance":

- (1) a teacher who is evaluated as unsatisfactory in one or more domains; or
- (2) a teacher who is evaluated as below expectations in two or more domains.

(B) When a teacher is designated as a teacher in need of assistance, the certified appraiser and the campus principal will, in consultation with the teacher, develop an intervention plan that includes the following:

- (1) domain(s) that designate a teacher as a teacher in need of assistance;
- (2) directives or recommendations for professional improvement activities;
- (3) evidence that is used to determine successful completion of professional improvement activities;
- (4) directives for changes in teacher behavior;
- (5) evidence that is used to determine if teacher behavior has changed; and
- (6) specific time line for successful completion.

(C) In cases when the teacher's appraiser is not the teacher's principal, the principal shall be involved in the development and evaluation of the intervention plan.

(D) A teacher who has not met all requirements of the intervention plan for teachers in need of assistance by the time specified may be considered for separation from the assignment, campus, and/or district.

(E) The intervention plan will include options for professional development activities designed to enhance teacher proficiency. At least one option shall not place significant financial burden on either the teacher or the school district.

(F) An intervention plan may be developed at any time at the discretion of the certified appraiser when the certified appraiser has documentation that would potentially produce an evaluation rating of "below expectations" or "unsatisfactory."

Rigorous and accurate evaluation must take place in order to provide educators with realistic and meaningful feedback on their performance and a clear path toward improvement. (Increasing Educator Effectiveness, February 2013). From 2007-2011, students in the Consortium of Algiers Charter Schools in New Orleans, Louisiana have demonstrated tremendous growth in math and reading. Over those five years, the percentage of students considered proficient on Louisiana state assessments has increased by approximately 25 percent. The educators who have facilitated this growth attribute much of this success to transparent analysis of both formative and summative assessment through weekly job-embedded professional development aligned with extensive support. (John Eckert, February 2013)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each of WISD has 1 campus has designated times during a week for collaboration opportunities. Staff members are involved in weekly staff meetings from 2:15 pm through 3:45 pm on Wednesdays, where they have opportunities to discuss and share pedagogical strategies at the Elementary, Junior High, or Senior High School levels or in our dire need to improve subjects such as writing, math and science. The district will allow for regular collaboration opportunities within the school week for teachers on our campus to discuss and share pedagogical strategies through the professional learning communities' model. These meetings will be steered by the principal or EEIP personnel.

Supporting teachers as individuals as well as teams creates a collaborative environment that emphasizes learning and improvement. Sites have created systems where collaboration is prioritized, supported, and incentivized. Teams of teachers meet together at all of these sites, sometimes led by master or mentor teachers, to examine evidence and focus on student learning. Contrary to fears that performance pay will decrease collaboration, several sites have demonstrated increased collaboration. Interestingly, none of these sites has supported a fixed-tournament where teachers compete against each other for bonuses. (*Jonathan Eckert, February 2013*).

PLC's

The professional learning community is seen as a powerful staff development approach and a potent strategy for school change and improvement. The literature on professional learning communities repeatedly gives attention to five attributes of such organizational arrangements:

- supportive and shared leadership,
- collective creativity,
- shared values and vision,
- supportive conditions, and
- shared personal practice.

Supportive and Shared Leadership

The school change and educational leadership literatures clearly recognize the role and influence of the campus administrator (principal, and sometimes assistant principal) on whether change will occur in the school. It seems clear that transforming a school organization into a learning community can be done only with the sanction of the leaders and the active nurturing of the entire staff's development as a community. Thus, a look at the principal of a school whose staff is a professional learning community seems a good starting point for describing what these learning communities look like and how the principal "accepts a collegial relationship with teachers" (D. Rainey, personal communication, March 13, 1997) to share leadership, power, and decision making.

Collective Creativity

In schools, the learning community is demonstrated by people from multiple constituencies, at all levels, collaboratively and continually working together (Louis & Kruse, 1995). Such collaborative work is grounded in what Newmann (reported by Brandt, 1995) and Louis and Kruse label reflective dialogue, in which staff conduct conversations about students and teaching and learning, identifying related issues and problems. Griffin (cited by Sergiovanni, 1994a, p. 154) refers to these activities as inquiry, and believes that as principals and teachers inquire together they create a community. Inquiry helps them to overcome chasms caused by various specializations of grade level and subject matter. Inquiry forces debate among teachers about what is important. Inquiry promotes understanding and appreciation for the work of others. . . . And inquiry helps principals and teachers create the ties that bond them together as a special group and that bind them to a shared set of ideas. Inquiry, in other words, helps principals and teachers become a community of learners.

Shared Values and Vision

"Vision is a trite term these days, and at various times it refers to mission, purpose, goals, objectives, or a sheet of paper posted near the principal's office" (Isaacson & Bamberg, 1992, p. 42). Sharing vision is not just agreeing with a good idea; it is a particular mental image of what is important to an individual and to an organization. Our staff will be encouraged not only to be involved in the process of developing a shared vision but to use that vision as a guidepost in

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making decisions about teaching and learning in the school.

Supportive Conditions

Several kinds of factors determine when, where, and how the staff can regularly come together as a unit to do the learning, decision making, problem solving, and creative work that characterize a professional learning community. In order for learning communities to function productively, the physical or structural conditions and the human qualities and capacities of the people involved must be optimal (Boyd, 1992; Louis & Kruse, 1995).

Shared Personal Practice

Review of a teacher's behavior by colleagues is the norm in the professional learning community (Louis & Kruse, 1995). This practice is not evaluative but is part of the "peers helping peers" process. Such review is conducted regularly by teachers, who visit each other's classrooms to observe, script notes, and discuss their observations with the visited peer. The process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members.

Outcomes of Professional Learning Communities for Staff and Students

What difference does it make if staff is communally organized? What results, if any, might be gained from this kind of arrangement? An abbreviated report of staff and student outcomes in schools where staff are engaged together in professional learning communities follows. This report comes from the summary of results included in the literature review noted above (Hord, 1997, p. 27).

For staff, the following results have been observed:

- reduction of isolation of teachers;
- increased commitment to the mission and goals of the school and increased vigor in working to strengthen the mission;
- shared responsibility for the total development of students and collective responsibility for students' success;
- powerful learning that defines good teaching and classroom practice and that creates new knowledge and beliefs about teaching and learners;
- increased meaning and understanding of the content that teachers teach and the roles they play in helping all students achieve expectations;
- higher likelihood that teachers will be well informed, professionally renewed, and inspired to inspire students;
- more satisfaction, higher morale, and lower rates of absenteeism;
- significant advances in adapting teaching to the students, accomplished more quickly than in traditional schools;
- commitment to making significant and lasting changes; and,
- higher likelihood of undertaking fundamental systemic change (p. 27).

For students, the results include:

- decreased dropout rate and fewer classes "skipped";
- lower rates of absenteeism;
- increased learning that is distributed more equitably in the smaller high schools;
- greater academic gains in math, science, history, and reading than in traditional schools; and,
- smaller achievement gaps between students from different backgrounds (p. 28).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The district will continue to take steps to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data.

Currently all WISD campuses routinely review formal and informal student assessment data on a weekly basis. With the implementation of the EEIP program, the district will now provide professional development activities and opportunities tied to observation and formal evaluation results on a weekly basis through PLC's as mentioned on Statutory Requirement 4. EEIP personnel will receive training to decipher observation and formal evaluation results in order to determine the appropriate professional development.

Professional development will also be provided for implementation and start-up of the EEIP program.

Additional outside professional development will be provided from various PD providers such as Region 17 and other providers that the district selects to meet their EEIP needs.

With schools today facing an array of complex challenges - from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting rigorous academic standards and goals - observers continue to stress the need for teachers to be able to enhance and build on their instructional knowledge.

Parsing the strengths and weaknesses of the vast array of programs that purport to invest in teachers' knowledge and skills continues to be a challenge. Today, professional development activities include formal teacher induction, the credits or degrees teachers earn as part of recertification or to receive salary boosts, the national-board-certification process, and participation in subject-matter associations or informal networks. (Sawchuk, Nov. 10, 2010a).

Historically, administrators have favored the workshop approach, in which a district or school brings in an outside consultant or curriculum expert on a staff-development day to give teachers a one-time training seminar on a garden-variety pedagogic or subject-area topic. Criticized for their lack of continuity and coherence, workshops have at least in theory fallen out of favor. The federal No Child Left Behind Act of 2001, for instance, defines all professional development funded through the law to include activities that "are not one-day or short-term workshops or conferences." There is little evidence to suggest that states and districts adhere to this directive.

Even so, many teachers still appear to receive much of their professional development through some form of the one-shot workshop. Survey data from the National Center for Education Statistics, the most recent publicly available, show that in the 1999-2000 school year, 95 percent of teachers took part in workshops or training in the previous 12 months, compared with 74 percent who reported working in an instructional group and 42 percent who participated in peer observation (Broughman, 2006). The NCES has since conducted two additional administrations of the SASS, but updated data on these questions have not yet been made public.

A major three-part study by the Stanford Center for Opportunity Policy in Education, in partnership with the National Staff Development Council (now Learning Forward), provides some of the most up-to-date descriptive information on professional-development trends in the United States.

The study, released in three phases in 2009 and 2010, drew on a variety of sources, including reviews of mainly qualitative literature, research on teacher learning in developed countries, surveys of teachers conducted by the Learning Forward group, survey data from the annual MetLife Survey of the American Teacher, and data from three administrations of the federal Schools and Staffing Survey. Among other findings, the reports stated that:

- U.S. teachers generally spent more time instructing students and less time in professional learning opportunities

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with their peers than those in top-performing countries.

- As of 2008, 78 percent of beginning teachers reported having had a mentor, though not always in the teacher's content area, up from 62 percent in 2000.
- The intensity of other types of professional development decreased between 2004 and 2008. Training of at least nine to 16 hours on the use of computers for instruction, reading instruction, and student discipline all declined notably, while training of up to eight hours in those areas increased. Training in content, however, increased during that time period.

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Schedule #16—Responses to Statutory Requirements

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Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers who participate in the EEIP will receive additional strategic compensation based on teacher formal evaluations, the growth of or value-added to their students' achievement, and/or school-wide value-added measures. Principals will receive additional strategic compensation based on the scoring of their EEIP implementation, principal formal evaluations, the school-wide value-added measures and the Adequate Yearly Progress (AYP) or State Accountability. Additional compensation in the form of a salary addendum will be awarded to those teachers on the leadership team who are required to work additional hours to fulfill additional responsibilities due to the scope of their leadership role. Strategic compensation will be awarded in November of the following school year.

Ensuring accuracy in the Teacher Evaluation Data System

Research conducted by The National Institute for Excellence in Teaching has shown that there is a direct correlation between a teacher's evaluation scores and student value-added achievements. Therefore, unwarranted inflation of teacher's evaluation scores will not improve teacher's effectiveness or improve the student's learning achievements. The purpose of the evaluations is to acknowledge teacher's strengths (reinforcement) and give constructive feedback on areas that require improvement (refinement). When performed accurately, evaluation scoring will facilitate teacher's professional development, and will therefore improve student's value-added achievements. A teacher's areas of weakness will mostly result in the student showing related weaknesses as a result those shortcomings. There must be a process to ensure inter-rater reliability so teacher's performance can be accurately measured, thus allowing students to benefit from the accuracy and reliability of such scoring.

Scoring Accuracy

Unwarranted scoring inflation or deflation occurs when observers subjectively, rather than objectively observe teachers. Evaluating what is observable in the classroom while using the EEIP Evaluation Rubric ensures objective evaluations, for rubric indicators define standards and expectations, relative to the teacher's level of proficiency. Accuracy is critically important for increases in teachers' evaluation scores, should be reflected in improvements in student value-added achievement data. In other words, if there is no student growth, the teacher evaluation score will most likely show no increase. In order for teachers to accept the EEIP Evaluation process, there must be confidence in the accuracy of the scoring. In order for students to receive a fair chance at improving academic achievement, teachers must also have fair evaluation scoring.

The following are process safeguards to prevent unwarranted scoring inflation or deflation:

- The Principal compares students' value-added data to teachers' evaluation scores. For example, when a teacher's students have an average value-added achievement score of 3.5, then that teacher's evaluation scores should average a 3.5.
- The Observer and/or Principal compares the teacher's evaluation scores in the Teacher Evaluation Data System (TEDS), using the Evaluator Averages by Rubric Domain Reports (Table), to the Overall Averages by Evaluator Reports (Bar Chart)
- Having inter-rater reliability and score inflation under regular monthly review promotes teachers' confidence in the accuracy of the scores.

Value-Added Measures

Value-added analysis uses a statistical methodology and individual student achievement data to measure academic gain or value-added for a student or group of students over a specific period of time. With value-added analysis, data reports showing the rate of student progress may be generated to show state, district, school, grade, and student-level results. It may be helpful to think of value-added analysis in terms of a child's growth chart. The chart shows how tall a child was at age two, three, four, etc. Each of those data points can be plotted on a piece of graph paper to display that child's physical growth, in terms of height, over a specified time period. Similarly, if a student's math achievement level is measured annually using performance data, the child's achievement or growth pattern in math can be plotted just as it was for height. By allowing districts and schools to observe growth patterns or trends for a student or group of students, value-added analysis provides a picture of how much education value was added during a specific time period.

There are three conditions that must be satisfied to accurately compute value-added:

1. Each student must have at least three (3) years of valid and reliable test data.
2. Each student's scores must be linked to his or her teacher and school.
3. At least five students per classroom are required to produce a reliable value-added score.

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Value-added can take into account a student's scores on both a norm-referenced and a criterion-referenced test because the student is measured against his or her own projected growth. Because value-added measures growth in achievement of the same students over time, and because schools are largely responsible for achievement growth, value-added scores reflect the schools and teachers contribution to student learning.

Student Projection Measure Using Data Analysis Systems

Collecting three years of student performance data for each student will derive the value-added measure. The Education Value-Added Assessment System (EVAAS), a data analysis company which is a division of Student Assessment Systems (SAS-EVAAS), will tabulate the student data and create a student projection measure which will predict the student's probable performance based on the three prior years of the student's performance on state standardized tests.

Battelle for Kids, another data analysis company, will make the linkage from each student to each teacher at the campus level so that the precise time and effort that a teacher has invested in each student can be fairly tabulated. Once these two systems are complete, a fair estimate of what value a teacher has added to the student over the course of each year can be assessed.

Class Projection Measure

For each core teacher's class, the student projection measures are averaged to arrive at a class projection measure. These measures are scored as follows:

- When the class meets the projected performance measure, then that is considered a score of three (3).
- Class performance at one standard error above that would equal a score of four (4).
- Class performance at two standard errors above the projected performance measure equals a score of five (5).
- The score of at least three (3) represents effectiveness and warrants an incentive payout for Career Teachers according to the following Performance Based Compensation System (PBCS) models:

Eligibility For Incentive Payout

- A teacher must score the minimum average score of three (3) in any component in order to receive a pro-rated incentive payout for that component.
- While career teachers must score the minimum average score of three (3) in the evaluation component, Expert Teacher Leaders and Career Teacher Leaders must score the minimum average score of four (4) in the evaluation component in order to receive a pro-rated payout for the evaluation component.
- A teacher who averages scores of three (3) through a five (5) (i.e. 3.0, 3.25, 4.35) would earn a pro-rated amount of the incentive pay according the score they earned in that component. The teacher would receive a percentage of the total incentive.
- A teacher who does not qualify for one component could still qualify for another component.
- Those teachers, whose subjects are not tested, will follow a different incentive payout model. The model was created to take into account a classroom where a high stakes tests are not administered and therefore teacher value-added student scores cannot be part of the payout model. Instead the evaluations and school-wide value-added scores are divided to ensure the teacher of subjects not tested is part of the compensation plan.

The payout models are as follows:

- Core Subject Tested Model
- Subjects Not Tested Model
- The Principal's Differentiated Model

Core Subject Tested Teacher Payout Model

For reading or math teachers their incentive pay is based upon the following:

- 1) The teacher's evaluations that occur over the course of the year ($X=50\%$ of the incentive pay)
- 2) The value added student performance data ($Y=30\%$ of the incentive pay)
- 3) The school wide value-added score based upon school wide student performance data ($Z=20\%$ of the incentive pay)
- 4) The total incentive pay is based upon each individual teacher's combined score from $X + Y + Z$ or $(50\%+30\%+20\%)$

Subjects Not Tested- Teacher Payout Model

Teachers who teach non-tested subjects, grades PreK-2nd, elective classes and grades 10-12 will be awarded incentive pay according to the EEIP teacher evaluation score of 3 or better ($X= 50\%$) and the school-wide value-added score of 3 or better ($Z=50\%$) as demonstrated by the formula $X + Z$ ($50\% + 50\%$)

The Principal's Differentiated PBCS

The payout to a principal is based on four (4) important components that will represent principal effectiveness. EEIP Implementation (40%), State accountability systems (10%), Principal evaluations (10%), and School-wide value-added student performance data (40%).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD has a current Recruitment and Hiring Process in place in the district. They have tools, applications, rubrics, interview processes, and recruitment processes defined in their HR Handbook. Funding from the EEIP grant will not be provided for this statutory requirement since the program is already in place.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple Career Paths Overview

The EEIP process allows for effective teachers to advance in the teaching profession. Teacher effectiveness is the demonstrated ability of a teacher to help students learn at improved levels. This ability is complex and can be broken down to include the following targeted skill sets: Content knowledge; Pedagogical skills; Attitude skills; Behaviors skills. The Educator Effectiveness Process was designed to recruit effective teachers and assist current teachers in becoming more effective. The process ensures that effective teachers are further retained and may progress to becoming a member of the EEIP leadership team. Retaining effective teachers helps to ensure the success of students in our schools.

An important strategy for ensuring that every student has access to an effective teacher is to expand the pipeline of effective teachers. Previous teacher recruitment and education programs have not supplied a sufficient numbers of effective teachers. The Educator Effectiveness Process, however, is designed to allow effective teachers the ability to take on leadership roles to strengthen the school as a whole.

Full participation in EEIP will offer all teachers at all campuses opportunities for progressing as a professional teacher in their career. In doing so, their value is enhanced and they will be more likely to be retained. Because of EEIP, all targeted schools will see an increase in recruitment and retention of effective teachers and principals.

EEIP has identified three career options for teachers:

- Option 1 - The first option is as a campus Career Teacher (CT).
- Option 2 - The next option is as a campus Career Teacher Leader (CTL).
- Option 3 - The third option is a campus Expert Teacher Leader (ETL).

Each campus' EEIP process will provide teachers with growth options to move from being a Career Teacher, to a Career Teacher Leader, or to an Expert Teacher Leader. The progression through the higher levels of the teaching profession will be competitive, rigorous and performance-based so that all professional teachers will be able to work towards increasing their pursuit of the highest levels of the teaching profession. This is also sellable point which will be useful in recruiting effective teachers to the high-need schools, as well as, enhancing the retention rate of effective teachers in hard-to-fill subject areas such as math, science and special education.

Expert Teacher Leader - An Expert Teacher Leader occupies the top ranked teaching position in an EEP school. An Expert Teacher Leader is a highly skilled professional educator who shares significant leadership responsibilities and authority with the principal. An Expert Teacher Leader performs the following key functions:

1. Oversees the professional development of teachers under his/her supervision
2. Facilitates curriculum and assessment planning
3. Conducts teacher observations which are tied to compensation

It is recommended that Expert Teacher Leaders teach 20% of the school day, using the remainder of their workday to fulfill Expert Teacher Leader responsibilities. On a weekly basis, these responsibilities include:

1. Overseeing Unit growth plans
2. Overseeing activities and outcomes
3. Team teaching with colleagues
4. Providing demonstration lessons

The campus Expert Teacher Leader leads Unit meetings and provides demonstration lessons, coaching, and team teaching opportunities to career teachers. They serve on the Leadership Team to develop school plans and facilitate development of unit group goals. They also participate in the observation of other teachers.

As a member of the Leadership Team, the Expert Teacher Leader's main responsibilities include:

1. Participating in activities of Leadership Team
2. Developing unit meeting plans
3. Assessing unit groups' progress toward goals
4. Weekly unit meeting recordkeeping
5. Conducting classroom observations including pre/post-observation conferences
6. Providing appropriate walkthroughs and follow-up assistance in classrooms

Qualifications

- To qualify for an Expert Teacher Leader position, a teacher must have demonstrated expertise in: Instruction;

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Content; Curriculum development; Student learning; Data analysis; Mentoring

- A minimum of five (5) years teaching experience is also required for all Expert Teacher Leader teachers.
- These Expert Teacher Leaders (ETL's) are held to a higher performance standard than the career teachers in their school, and will receive appropriate salary augmentation.
- ETL's must have: Expert curricular knowledge; Outstanding instructional skills; The ability to work effectively with other adults.
- Successful applicants receive a salary addendum for the additional responsibility and are paid to work at least 5-10 days beyond the traditional school calendar.
- All openings for Expert Teacher Leader teachers are filled competitively.

Career Teacher Leader - The Career Teacher Leader (CTL) is a proven effective teacher. The career teacher leaders will serve in teacher leadership roles, while assuming additional duties involving assisting professional teachers towards achieving a greater degree of effectiveness, as evidenced by increased student performance and improved teacher performance in the classroom. The Career Teacher Leader is actively involved supporting Career Teachers. With oversight and support from the ETL, the Career Teacher Leader provides classroom-based follow-up and feedback on instructional practices to career teachers. Career Teacher Leaders also participate in analyzing student data to facilitate academic achievement goals. As a member of the Leadership Team, the campus Career Teacher Leader's main responsibilities will be:

1. Attending and co-facilitating in weekly unit meetings
 2. Analyzing student data to identify needs
 3. Developing academic achievement plans
 4. Working with the team creating school assessment plans
 5. Monitoring goal setting
 6. Team teaching with colleagues
 7. Observing and providing coaching toward teachers' growth goals
 8. Supporting attainment of unit goals
- These Career Teacher Leaders (CTL's) are held to a higher performance standard than the Career Teachers in their school, and will receive appropriate salary augmentations.
 - The CTL will qualify for salary augmentation mainly to cover the additional duties and the additional amount of time that will be required to complete the tasks and responsibilities required in the job descriptions.

Qualifications

- To qualify for an Career Teacher Leader position, a teacher must have demonstrated expertise in: Instruction; Content; Student learning; Data analysis; Mentoring
- A minimum of two (2) years teaching experience is also required for all Expert Teacher Leader teachers.
- CTL's must have: Expert curricular knowledge; Outstanding instructional skills; The ability to work effectively with other adults.

Career Teacher - The Career teacher (CT) is a teacher who is either a new or established teacher, who is working towards becoming a more effective teacher. As campus Career Teachers increase in effectiveness they will have opportunities to compete for the additional roles, such as Career Teacher Leader, or Expert Teacher Leader. The Career Teacher collaborates with the more experienced ETLs and CTLs. This collaboration provides support on lesson planning, student assessment and development of expertise in all areas of instruction. Career Teachers participate fully in Unit group meetings, and are evaluated by the Principal, Expert Teacher Leaders, and Career Teacher Leaders. Career Teachers are eligible to earn an incentive payout according to the EEP Teacher PBCS.

Similar to the traditional classroom teacher, the campus Career Teacher's duties are as follows:

1. Analyzing student data to identify needs
 2. Developing academic achievement plans
 3. Collaborating in the classroom, with Expert Teacher Leaders and Career Teacher Leaders, to increase teacher expertise
 4. Must be observed by a Principal, an ETL, and a CTL
 5. CT's must attend contracted professional development required by their camp
- A CT must attend weekly Unit meetings.
 - A CT must be observed by a principal, an ETL, and a CTL.
 - A CT must obtain the professional development as required by their campus.

Qualifications

To qualify for an Career Teacher position, a teacher must meet the following requirements:

- Be highly qualified in their respective area of teaching; Hold certification in their respective area of teaching

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

At this time we are not aware that a waiver is needed.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time we are not aware that a waiver is needed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without grant funding through the **Educator Excellence Innovation Program (EEIP)** grant program, the district would not be able to fund a project of this magnitude and scale. WISD has only 16 teachers, 1 principal and 138 students.

While the district will continue with existing programs such as the District Recruitment and Hiring Process which has a detailed hiring and recruitment process in place, which is well documented and observed by all staff, we would not be able to fund a project of this size.

Wilson is a small rural west Texas school district and does not have available funding for a project of this type which would require a program with 6 requirement program components and 2 preferred program components, evaluation processes, career pathways, compensation costs, in addition to the payroll costs, professional and contracted services costs, supplies and materials costs, and other operating costs.

All other state and federal funding sources available to the district are budgeted for other activities. WISD will continue to seek other funding through a federal Teacher Incentive Fund grant or any other grant program funds available, federal and state, in order to implement a similar program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity	Timeline
Plan implementation of the WISD EEIP program	April 2014
Select staff to fill positions, paid with extra-duty pay	April 2014
Design and test observation and formal evaluation rubric	April – May, 2014
Implementation Training for the EEIP Program	Summer 2014
Monthly professional development plan for each campus	Summer 2014
Develop a schedule for observations and formal evaluations	Summer 2014
Implement the EEIP program	August 2014
Begin Year 1 formal evaluations – 2 per semester per staff	August 2014
Begin Year 1 observations – weekly	August 2014
Submit data to data analysis vendors for value-added scores	March 2015
Complete Year 1 formal evaluations – 2 per semester per staff	May 2015
Submit final reports to TEA for Year 1	August 2015
Begin EEIP Program for Year 2	August 2015
Begin Year 2 formal evaluations – 2 per semester per staff	August 2015
Begin Year 2 observations – weekly	August 2015
Select staff to fill positions, paid with extra-duty pay – Y2	August 2015
Provide staff strategic compensation	November 2015
Submit data to data analysis vendors for value-added scores	March 2016
Complete Year 2 formal evaluations – 2 per semester per staff	May 2016
Complete Year 2 EEIP program	August 2016
Submit final reports to TEA for Year 2	August 2016
Apply for EEIP program for Years 3 and 4	August 2016

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 153-907

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD provided a survey to staff to demonstrate support for both the decision to participate in the grant program and the general grant program parameters. We have 100% agreement from staff, educators, administrators, principals, etc. The district has on file the actual documentation of the personnel support evidence.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Wilson ISD's participation in the EEIP program will be district-wide and will include our only campus:

1. Wilson School

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